Unit 4 Module 3 Session 1

Problems & Investigations-Fair Shares, Unit Fractions
Assessment- Measurement Checkpoint

Getting Ready-

- ™ T1-T2 Measurement Checkpoint
- six 4" × 6" rectangles of copy paper per student, plus extra
- one 6" × 9" rectangle of copy paper (see Preparation)
- rulers marked in inches
- small envelopes, 1 per student

Vocabulary

Congruent

Eighth/eighths

Equivalent

Fair share

Fourth/fourths

Fraction

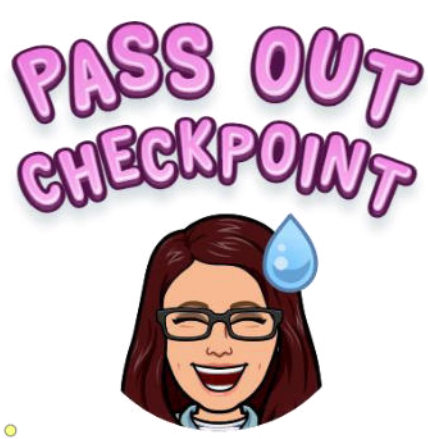
Half

Sixth/sixths

Third/thirds

Unit fraction

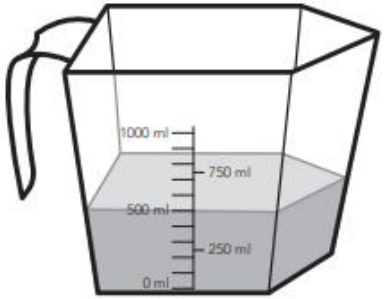
- Demonstrate an understanding of a unit fraction
- Represent fractions with denominators of 2, 3, 4, 6, and 8 as parts of a whole
- Partition shapes into parts with equal areas



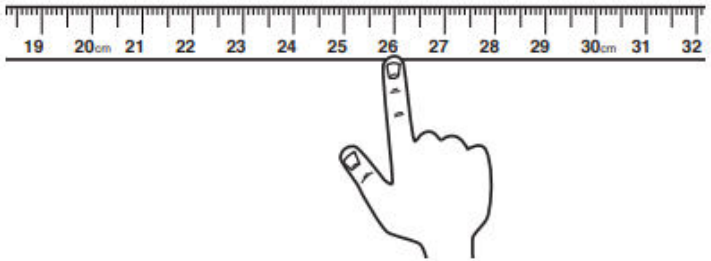
Measurement Checkpoint page 1 of 2

1 Use the pictures to help answer each of the questions below. Be sure to label your answers with the correct units.

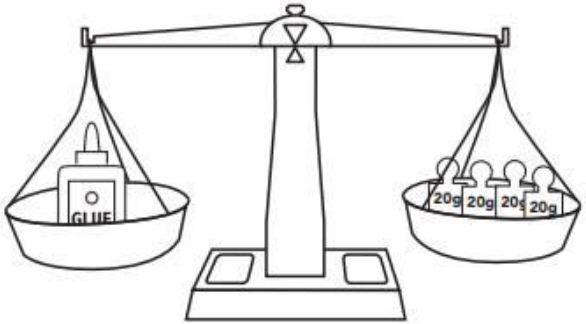
a Mike is measuring water. How much water does he have in the measuring cup?



b Michelle is measuring her big brother's foot in centimeters. How long is her brother's foot?



c Mickey is measuring the mass of a bottle of glue. What is the mass of the bottle of glue?



2 Circle the appropriate words to fill in the blank.

a This pencil is short! I would measure its _____ with _____.

mass	length	volume	meters	grams	centimeters

b This cup doesn't hold very much water. I would measure its _____ with _____.

mass	length	volume	milliliters	kilograms	liters

c A box of books is heavy! I would measure its _____ with _____.

mass	length	volume	milliliters	kilograms	grams

3 Each of Tracy's 3 pet frogs has a mass of 112 grams. Hannah's pet iguana has a mass of 453 grams. How much more mass does the iguana have than all 3 frogs put together? Show your work using numbers, labeled sketches, or words. Label your answer with the correct units.

The iguana has a mass of _____ more than all three frogs put together.

Fair Shares, Unit Fractions

Think of a recent time when you shared something with someone. What were you sharing?

When you were sharing, was it fair? Did you each get the same amount?

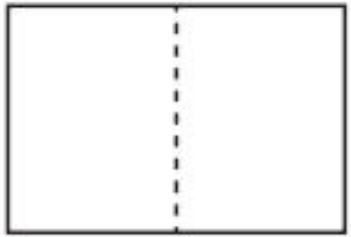
These are Unit Fractions

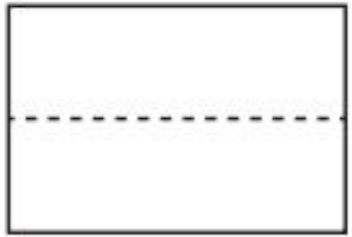
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{6}$ $\frac{1}{8}$

What do they all have in common?

Pass out six 4x6 pieces of paper to each student

- Fold one of your sheets in 2 equal pieces.





- Could both of these be correct?
- Do they both show equal parts?
- Pieces don’t need to be congruent (exactly the same shape and size) to be equivalent (the same amount)
- Label each fair share with 1/2

- Fold your next sheet to show 3 equal parts

  (Label each part with 1/3)

- Fold your next sheet to show 4 equal parts

  (Label each part with 1/4)

- Fold your next sheet to show 6 equal parts

  (Label each part with 1/6)

- Fold your next sheet to show 8 equal parts

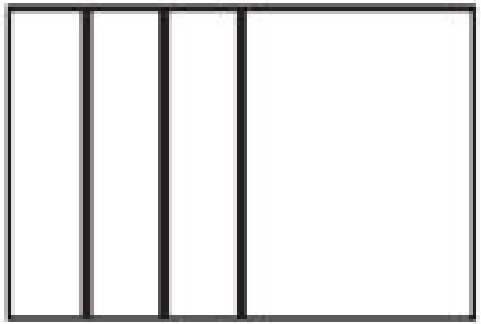
  (Label each part with 1/8)

If you like cookies, would you rather be in a group of 2 people sharing a cookie or 8 people sharing the same sized cookie? Why?

Would you rather be in a group of 2 people sharing one cookie or 4 people sharing two cookies? Why?

Would you rather be in a group of 100 people sharing or 20 people sharing?

Display the 6x9 piece of pre folded paper.



This represents a giant cookie.

If 4 people are sharing this cookie, would they each receive a fair share (equal parts?)

Could we just cut off some to make equal parts?

What does fair share mean?

What does 1/4 mean?

What does 1/8 mean?

Put all your fraction pieces in your envelope.

Label your envelope with your name and fractions.

Work Places

3B Add & Round Tens

3C Round Ball Hundreds

3D Round & Add Hundreds

4A Tic-Tac-Tock

4B Measurement Scavenger Hunt

4C Target One Thousand

Daily Practice

SB 128 Choose a Measurement Unit

Home Connection

HC 71-72 Sharing Candy Bars & Measuring